


## Inquiring Minds

### Lesson Preparation

Daily Lesson 1	READING	
	TEKS	Ongoing TEKS
	E1.20A	E1.Fig19A
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors build a foundation for research by asking relevant questions and developing a plan.</li> </ul> <p>—Why is it important to ask questions about the world around us?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Research question</li> <li>KWL Chart</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Collection of brief articles on different social or cultural issues (3 different articles)</li> <li>Note card (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English I Unit 06 Reading Appetizer (1)</b></li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select three brief articles on social or cultural issues and prepare enough copies so that every student may receive a copy of each article.</li> <li>Refer to: Teacher Resource: <b>English I Unit 06 Reading Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	<p> <b>UNDERDEVELOPED CONCEPT:</b> Research questions are argumentative, not descriptive, and aim to persuade rather than inform the reader.</p> <p>This Instructional Routine partially assesses Performance Indicator: <i>“After brainstorming and consulting with others, choose a social or cultural issue that you wish to research. In writing, formulate a major research question related to the issue and develop a research plan.”</i></p>	
<b>Teacher Notes</b>	<p>Students should continue to read independently. Students may continue reading fictional novels from Unit 05B, select another of personal choice, or read a teacher-assigned book. Although students will read the novel independently, they will engage in “Book Chats” or other guided discussions to discuss and reflect on their novels. Throughout the unit, time should be allotted periodically for these discussions to occur and to give students the opportunity to address the Performance Indicator: <i>“Write multiple reflections that include personal and world connections, thoughts, and responses to teacher-assigned and/or self-selected fictional text.”</i> There will not be an IR Book Page for this unit.</p>	

### Instructional Routines

Daily Lesson 1	READING
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students brainstorm topics for research and choose a topic to investigate.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Reading Appetizer. Explain expectations for Independent Reading and discuss Reading Appetizer.</li> <li>2. Display and discuss the Performance Indicator: <i>"After brainstorming and consulting with others, choose a social or cultural issue to research. In writing, formulate a major research question related to the issue and develop a research plan."</i></li> <li>3. Distribute the first article on social or cultural issues, one for each student.</li> <li>4. Instruct students to read the title and first paragraph of the article and think about what questions they may have about this particular topic.</li> <li>5. Instruct student to create a KWL Chart in the Reader's Notebook. Headings should include: <i>What I Know</i>, <i>What I Want to Know</i>, and <i>What I Learned</i>. The table should be three columns by three large rows to allow room for recording information related to three different articles.</li> <li>6. Prompt students to write the topic of their article in the first column under "What I Know."</li> <li>7. Inform students that under the second column, "What I Want to Know," they must write questions that they have about this topic. Model generating open-ended questions about a teacher-selected topic.</li> <li>8. In the third column, "What I Learned," instruct students to include what they learned after reading the article.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Once students complete the KWL Chart for the first article, collect the first article and distribute the second article. Instruct students to use the second article to complete the KWL Chart's second row.</li> <li>2. Collect the second article and distribute the third article for the completion of the third row of the KWL Chart.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>Which article or topic did you find to be the most interesting? Which topic is worth exploring more in depth?</b></li> <li>2. Discuss these answers as a class. Brainstorm with students other topics that they may wish to explore. Instruct students to choose from the topics of discussion one topic that they found most interesting and worth investigating further. Remind students that their topic should be complex and multifaceted.</li> <li>3. <b>Exit Slip</b>: On a note card, students write their topic of interest and submit.</li> </ol>